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AUTHOR Achilles, C. M.
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ABSTRACT

The task of improving educational administrator preparation is one of epic proportions. The magnitude of the task is expressed using allusions to the epic style and the myth of Jason and the Golden Fleece. The paper presents a quick "environmental scan" to determine how visionary and revolutionary are some current ideas for improvements in educational administration preparation. The current (late 1980's) ideas about educational administration preparation are juxtaposed with prior and various contemporaneous issues. This comparative and descriptive study covers the years 1950-1990. Programs or reform ideas included in this attempts to see just where things seem to be going. Forty-four pages (2) Ford-sponsored Inter-University Project; (3) Education Professions Development Act; (4) Leadership in Education in Appalachia Project; (5) Culbertson; (6) National Commission on Excellence in Educational Administration; (7) American Association for Colleges of Teacher Education; (8) National Policy Board; (9) Danforth Initiatives; and (10) Proposed New Doctoral Program in Educational Leadership for North Carolina. This report shows the interrelationships of the programs and reports, explores their similarities, asks about "vision," and attempts to see just where things seem to be going. Forty-four pages of the individual summaries of key programs or reform recommendations included in the analysis are appended. (28 references) (SI)

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SEARCHING FOR THE GOLDEN FLEECE: THE EPIC STRUGGLE CONTINUES

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C.M. Achilles, Professor and Chair
Department of Education Administration,
Higher Education and Research
University of North Carolina at Greensboro
Greensboro, NC 27412-5001

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School of Education
UNC-Greensboro 27412-5001

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SEARCHING FOR THE GOLDEN FLEECE*

THE EPIC STRUGGLE CONTINUES

Introduction and Purpose

Few doubt that we are in a time of turmoil, change and renewed vigor in Education Administration (EA). Some studies have resulted in recommendations that have not been universally accepted, but which do offer important directions. Some people have argued that education does not have a solid knowledge base (e.g., Bok, 1987; Demerell, 1985) and only in 1988 did Boyan compile the Handbook of Educational Administration. The field clamors for "vision" while fully recognizing that those ignorant of history are doomed to repeat it. Without a data base it is difficult not to repeat history, and vision may be hindsight.

For this epic task, there must be a proportionately heroic problem. The problem at hand has been identified both by groups within the profession and groups in general. There is strong evidence from many sources to suggest that the preparation of leaders for America's schools needs some repair. Rather than repeat the litany of commission reports and ills, the present study accepted the idea that the preparation of leaders for American education needs attention. (I'm not sure, however, that we have yet identified the problems.) Given that condition, and also given that there are published suggestions and recommendations for the development of preparation programs for school administrators, as well as some modest record or history of preparation programs, the purposes of this paper are 1) to conduct a quick "environmental scan" to determine how visionary and revolutionary are some current ideas for improvements in EA preparation and 2) to discuss the current (late 1980's) ideas about EA preparation in juxtaposition with prior and various contemporaneous ideas.

*C.M. Achilles, Professor, Education Administration, School of Education, University of North Carolina at Greensboro, 27412-5001. Paper prepared for third annual UCEA Convention, Phoenix, Arizona. Although it is tempting to claim that "fleece" is used with absolutely no inference to some of its less savory connotations. . .

Methodology (Mythology?)

This is a comparative and descriptive study covering the years 1950-1990. The references and programs reviewed were not chosen at random, but were selected on chronology and as representative of major trends or important programs in the development of EA preparation, generally or for their times. For each program or report I developed a five-page summary (content analysis) by categorizing identifiable program elements into pre-program (e.g. recruitment), program (e.g. content) and post-program (e.g. placement). Categories were developed post hoc after an analysis of the programs, but were also suggested in the literature.

After the rich sources of data were reduced by the author into pro forma five-page summaries, the summaries were "verified" by at least one other professional (usually a person involved in or knowledgeable about the program) except where the reports seemed to provide uncontroversial unanimity. (This decision presents a possible source of bias, as do the choice of the "sample" for review and the fact that the author, who has had some personal involvement with some of the programs, is hardly a disinterested, detached evaluator.) A second data reduction compacted the five-page summaries into data entries for a table to show program/report similarities and differences. Data and richness are lost with each reduction, and possibilities for error attend each reduction. Limited peer review was employed to check for clarity and accuracy.

Those programs or reform ideas included in this analysis are: [CPEA (1950-1959); Ford-sponsored Inter-University Project or IUP-II (1961-67), Education Professions Development Act or EPDA, and Leadership in Education in Appalachian Project or LEAP (1968-1972); Culbertson, et al. (1969); National Commission on Excellence in Educational Administration or NCEEA (1987, 1988), American Association for Colleges of Teacher Education or AACTE (1988), National Policy Board or NPB (1989), Danforth Initiatives (1984-present), and A Proposed New Doctoral Program in Educational Leadership for North Carolina or "The NC Plan" (1990-)]. Some of these are programs (e.g., CPEA, IUP-II, LEAP

and other EPDA efforts and Danforth initiatives), others are reports (Culbertson, et al., AACTE, NCEE, NPB), and one (NC Plan) is a prospectus for a proposed program. Each reference, however, has had -- or promises to have -- substantial influence in preparation of education administrators.. Thus, this exercise shows the interrelationships of the programs and reports (or proposals), explores their similarities, asks about "vision," and attempts to see just where things seem to be going.

The review is limited to higher education-based, generally "pre-service" preparation programs. Omission of other programs, or of the substantial efforts of associations and other groups/agencies -- especially for in-service -- was intentional as this review had a specific focus.

Although the choice of sample, the data reductions themselves, and the author's personal involvement in some aspects of the sample could serve as limitations, there also is some advantage in recounting familiar efforts. In epic style, however, the bard has attempted to sing the praises (or follies) of the programs in as accurate a tempo as possible.

Prologue

If my hours in English, Latin and Classics classes were useful, they should help here. As I recall, an EPIC is a national tale, usually with ubiquitous applications, that deals with heroic action, a striving for nationalistic recognition, and the triumph of forces of good; it relates the story (myth, value) of national culture in elevated poetic verse. (Contrast glorious epic with Hercules cleaning the Augean stables!). To the ancients, EPOS or epic poetry was the greatest, most lofty form of poetry, often representing a body of nearly religious revelations: The Iliad, The Odyssey, The Aeneid, The Mahabharata, etc. People often turned to Epics to describe and try to understand history, culture, and behavior. Epic as adjective, as in epic struggle, describes continuous, strenuous, relentless effort to overcome nearly insurmountable hurdles. Throughout the long, often wearisome, tales the heroic elements, ever so slowly -- as a giant ocean liner describing a massive arc in the trackless sea -- come around to the desired

outcomes. So it seems that in the pursuit of improved or ideal preparation programs the massive armies of tradition and stagnation marshall their phalanxes against the messengers and vanguard of change. We find ourselves, as it were, once again upon the plains of Marathon or of Thermopylae or the sea at Salamis facing the arch fiends and their Intractable Generals -- Sloth, Fear, Ennui, Apathy, and others -- as we strive heroically to rescue education administration from the gaping jaws of mediocrity, or, indeed, to retrieve the Golden Fleece from the dark groves of lassitude. In seeking noble goals, Heroes and Heroines must steer careful paths through uncharted seas, avoiding the horrors of the Symplegades, the twin disasters of Scylla and Charybdis, and other unspeakable impediments. So today's valiant band of Argonauts (we're in the same boat together) will have a successful quest only after overcoming great odds by exercising extraordinarily resourceful efforts. But, we get ahead of ourselves. Convention dictates that epics begin in medias res.

In Medias Res

In earnest, our story begins in the waning years of the 1940's (although some shadowy lore predates then); the prospects have, like a golden gauntlet, been thrown before us again in the closing years of the 1980's. In medias res, chronologically at least, would be the terminal years of the 1960's. There we shall start, for unlike many others, the 'ate '60's story builds upon, and begins to provide, a data base. From this lofty peek we may, like the two-headed god Janus, look both fore and aft as we plan to pilot our modern reforms amid the shoals. Like the Scylla and Charybdis horrors of old, the shoals are known. Treacherous, often new, currents threaten to wreck our trusty vessel even as we plan to avoid the hazards showing on our navigational charts.

In 1969 the report, Preparing Educational Leaders for the Seventies (Culbertson, Farquhar, Gaynor, Shibles) was developed through work at the University Council on Educational Administration (UCEA) from two data sources -- a review of the literature and

questionnaire responses.* (Given the lack of preparation-program data generated prior to that time, one must presume that much of the literature consisted of opinion, analogy, induction and some logic and theory. A review of references in Culbertson et al. (1969) confirms this assertion.) The authors of this report developed a paradigm, a ten-component framework, around which to organize their study. This ten-component framework, even today, seems eminently (it is tempting to say imminently) sensible (Table 1). The framework defines the major elements of preparation, not just for school superintendents, but for other "professionals" as well. The framework probably is familiar to and used by others who are recommending changes in preparation for education administration.

The 20-year old Culbertson, et al (1969) report provides the mid-point in this brief tour of preparation-program issues. The ten-component framework covers the major elements of most of the prior and subsequent reform reports or preparation program designs. (Appendix A includes a summary of each major program and/or reform idea used as a basis for this paper.) Few, I believe, doubt that education administration (EA) is in need of review and repair. The questions then become what and how and when, not why or if. Griffiths (and others) see an urgency -- Reform PDQ or RIP (Griffiths, 1988). I've not yet seen any published statement or research result that states unequivocally that EA isn't in need of some adjustments.

Epimetheus: Back from 1969

One element in reform is tradition. Programs often are based on tradition, and in the absence of a data base, what has seemed to work (albeit without any evaluation) is sure to be the basis of what will be done. In the absence of a data base, tradition may swell in stature over time. The "tradition" of EA is relatively brief; the tradition of preparing persons specifically to

*The debt to the Cooperative Program in Educational Administration (CPEA), with its avowed interest in preparing enlightened superintendents, is -- or will be -- evident. The past forms the glasses through which we view the present and the future. Paradigm shifts are rare.

TABLE 1

Ten-Component Framework Employed by Culbertson, et al
(1969) to Organize and Report Data from their Study

Program Content	Student Research
Program Structure	Graduation Requirements
Recruitment and Selection	Program Evaluation/Development
Instructional Approaches	Department Functions/Staffing
Field-Related Experiences	In-Service Programs

administer schools is particularly brief. According to Culbertson (1988) William Payne taught the first course in school management at the University of Michigan in 1881-82 (p. 5). The first major, focused, broad-scale and cooperative program was the CPEA effort (1950-1959) although there were some established departments and professors in the field before that time. Are current calls for reform in EA heavily influenced by tradition and the prior -- although meagre -- data base?

Where, then, did the CPEA (1950-1959) leave the preparation of education administrators? The CPEA had strong influence. It touched most administrator preparation programs in major institutions at that time: Columbia, Harvard, Ohio State, Texas, Stanford, George Peabody, Oregon and Chicago were the Centers. There were many Satellites. (See CPEA summary in Appendix A.) The CPEA initiative spawned the formation of UCEA, an "elite" institutional-membership organization for departments of EA and the National Council (then Conference) of Professors of Education Administration or NCPEA, an individual-membership organization of professors of EA and persons from groups or agencies (e.g., the AASA and USOE) interested in EA. The CPEA had numerous scions, such as the Cooperative Development of Public School Administration (CDPSA) and Collegiate Association for the Development of Educational Administration (CADEA) in the Northeast. Of the offshoots, only the Southern Regional Council of Educational Administration (SRCEA) is active in 1989 -- excepting UCEA and NCPEA.

The CPEA roots are evident in later attempts at EA preparation program reform. Some of the legacy includes full-time study, use of professors from other fields, a "core" taught by several professors, a "we-they" aura of "special" staff vs "regulars," some idea of cohortness, [D. Davies (1988) said that perhaps the best element of the Columbia CPEA experience was a large study room where students and faculty could sit and talk], and a year-long internship. The CPEA served as a rallying point or "lightening rod" to attract energy, excitement, change and some cooperation; ideas spread from place to place more quickly through CPEA efforts than without them. Indeed, the second program reviewed here clearly arose, Phoenix-like, from the ashes of CPEA, whose funding ended in 1959.

The Ford Foundation-sponsored Inter-University Project II (IUP-II) began at a National Conference of Professors of Educational Administration (NCPEA) meeting at Berkeley (1961) and concluded after the evaluation and follow-up year, in 1967. The grantee institution for the four-university IUP II consortium was the University of Buffalo (an active CPEA satellite site). Some young professors -- straight out of CPEA schools like Stanford, Chicago and Ohio State -- augmented the faculties at the four participating IUP-II institutions. Certainly, since they were successful, how could they not mold their new IUP-II programs after the programs that so successfully prepared them? Although the IUP-II primarily emphasized the year-long internship, other CPEA elements were standard: full-time residency study, interdisciplinary work, cooperation among several institutions, group-process work, fairly lavish student support, and a creeping concept of cohortness. At this point in time there was welcome federal interest and intervention in EA preparation. The ideas may have spilled over from the Graduate Research Training Programs designed to improve the pool of professors and practitioners with research skills. Let's not forget the TTT programs, either.

It isn't surprising that Education Professions Development Act (EPDA) funds attracted some administrator preparation efforts that included many elements easily traced to CPEA and IUP-II. The tradition, legacy and lore of those programs from the "good old days" served as a "data base" for newer EPDA projects. The CPEA had focused squarely on the superintendent. The IUP-II had a broader scope, emphasizing all levels of EA. In EPDA projects, generally each institution had a single focus, but among EPDA efforts were ranges of emphases: superintendent, urban administration, change agents, principals. The legacy was clear: interdisciplinary, core courses, "en bloc" or cohortness, student support, internships, some innovative recruitment/selection steps.

One EPDA project, The Leadership for Education in Appalachia Project (LEAP) included an intensive, four-week live-in humanities seminar, sensitivity training laboratory, field-oriented problems, core courses, team teaching, year-long behavioral science seminar employing visiting professors, a heavy dose of research, learning theories, intermittent "back

home" special-purpose internships, 15-18 months of full-time study, and a "paired team" or mentor relationship to help with socialization and induction. Partly because it was a requirement for federal funds, most EPDA projects were evaluated to some degree. Data were available for future program developers and researchers to analyze and use (e.g., Wolf, 1979). Also, the EPDA projects generated some interest nationally and, with available evaluation data, some projects were the basis for articles and papers by a new wave of young professors. The LEAP project was written in 1967-68 and ran from 1968-1973. The Culbertson, et al. group's extensive report carried a December 1969 dateline.

Although the Culbertson, et al (1969) report on programs for superintendents was based on a literature review and survey results, it clearly mirrored the best of the CPEA, a program for superintendents. The UCEA was an offshoot of the CPEA, and Culbertson was the Executive Director of UCEA at the time of the report. Indeed, although it is an assertion, one could be reasonably certain that many respondents to the Culbertson, et al. (1969) study would have been superintendents trained in, and professors representing, CPEA (or UCEA) institutions. So, by beginning in medias res we have emphasized the pivotal stature of the 1969 report: It looked backward but projected carefully. Appendix B contains a summary of this report's ideas for change. They are instructive. Even Now. Today.

Prometheus

If Janus, from the lofty peak, were to peek forward instead of backward what would have emerged from the 1970's fog? Not much for a while. Except for sporadic, local efforts to improve the preparation of education leaders, there was no major emphasis after EPDA until the emergence of some focused Danforth Foundation initiatives and of the NCEE in the mid-1980's. The field was literally "adrift," being held together by annual NCPEA (and in the South, SRCEA) meetings and occasional administrator-preparation efforts of UCEA. The American Association of School Administrators (AASA), long an ally of EA professors, began to emphasize more intently its work with "practitioners" and raised its dues and conference fees higher than many

professors were willing to pay. AASA programing, previously replete with professors, became more the domains of practitioners. Many EA leaders of the 60's and 70's had assumed administrative roles (e.g., deanships, commissions, foundations) and inattention to the concerns of the field began to take a heavy toll. It really isn't surprising that EA's "National Commission" was not even formed until two years after publication of A Nation at Risk (1983). But, leaders need lead or else get out of the way. The NCEEAA moved quickly and, with generous foundation support, provided a report in 1987 and a more complete volume in 1988.

Without losing a beat, the NCEEAA developed a National Policy Board (NPB) to try to consolidate administrator groups that had drifted apart in the 1970-80's and to develop some united efforts to get education administration, if not into the 21st century, at least back to its fairly substantial position of the late 1960's. Indeed, to many "old timers" the NCEEAA and NPB ideas and recommendations seem *deja vu* -- they sound strangely like the results of CPEA, IUP-II, Culbertson, et al., (1969), some successful EPDA programs (Wolf, 1979) and the generally respected models used at major universities to prepare professors, researchers, and some practitioners. Is it a case of throwing the same darts until a real target happens by? Four points of reference after the Culbertson et al. (1969) report provide an interesting set of comparisons. Since these reports are all "current events" and fairly well known, the comparisons are brief. The NCEEAA and NPB are combined as one reference. The AACTE report and a summary of some Danforth Foundation efforts are two other comparisons. The proposed North Carolina Plan (1990 -) is briefly noted, for it only now prepares to spring forth, fully grown, as did Athena from the knee of Zeus.

A comparison of the categories of the Culbertson, et al. (1969) report and the AACTE (1988) recommendations shows a great similarity. A close review of the two documents also reveals tremendous consistency within the categories, even to the use of the same language and many of the same concepts. This is not unexpected as Shibles, author of the AACTE (1988) report was a co-author of the Culbertson, et al. (1969) report (Table 2). The ten-components suggested by the Culbertson group may become the ten commandments..

TABLE 2

Comparison of Culbertson et al. (1969) Ten-Component Framework
with the Seven-Category Framework of the AACTE (1988)

<u>Culbertson, et al. (1969)</u>	<u>AACTE (1988)</u>
1. Program Content	1. Program Content
2. Program Structure	2. Program Structure
3. Recruitment/Selection	3. Recruitment/Selection
4. Instructional Approaches	4. Instructional Approaches (Includes Field-related experiences)
5. Field-Related Experiences	
6. Student Research	5. Student Research
7. Graduation Requirements	
8. Program Evaluation/Development	
9. Department Functions/Staffing	6. University Faculty
10. In-Service Programs	7. Professional Development

The correspondence between the two lists is close. A review of sections in the documents reveals many of the same ideas and language. This is not surprising as the author of the AACTE report (M.R. Shibles) was a co-author of the Culbertson, et al. (1969) report. It probably was not politic of AACTE to address "graduation requirements" given the diversity of AACTE membership.

Table 3 compares the ten-component framework of the Culbertson, et al. (1969) report with the nine major recommendations of the NPB. As in Table 2, the correspondences are striking. In fact, using the Culbertson, et al (1969) report as the standard of comparison, the recommendations of the NPB and the AACTE are not far apart. Indeed, one would expect no less, especially as the AACTE is a member of the NPB. (Who said that business had a monopoly on interlocking directorates!)

Table 4 provides a comparison of the Ten-Component framework and the key elements of the "NC Plan." Although detail of the NC Plan shows expansions, refinements, and operational processes not included in the Culbertson, et al. (1969) plan, the ten components seem well represented in the NC Plan, and the NC Plan seems to exceed the recommendations within other current plans (e.g., NPB, AACTE). How the NC Plan will actually be implemented remains to be seen, but it does represent one state-wide response to the need for improved education leadership and EA preparation.

Underlying much of the interest in preparation program improvement are a couple assertions that needed attention. One assertion has been that major portions of preparation need to focus on the practice of administration and might well be "field based." A second assertion is that there is need for program planning and concurrent faculty development. The Danforth Foundation has responded to both of these challenges with initiatives that have generated excitement and direction in the field. The program which most parallels those reviewed here is the principal's program, a post-Master's effort to test out some ideas about recruitment, selection, field-based emphases, and other elements. The principal's program emphasizes recruitment, selection, local system involvement as a partner in preparation with higher education, a cohort with on-campus and in-field programming, carefully planned programs, some modest program support, tests of types of student support or released time, program analysis and evaluation, and some follow-up. Thus, in many ways some of this Danforth initiative can serve as a pilot test and reality check for ideas set forth in reports on EA preparation reform. (Indeed, the idea that all of this excitement is just over preparation

Table 3

Comparison of Culbertson, et al. (1969) Ten-Component Framework with the Nine Elements of the NPB (1989) Recommendations

<u>Culbertson, et al. (1969)</u>	<u>NPB (1989)</u>
1. Program Content	Suggested Curriculum Elements (Programs:6)
2. Program Structure	Programs: 4, 5, 6, 7
3. Recruitment/Selection	Recruitment/Selection (People: 1, 2)
4. Instructional Approaches	Clinical Study, etc. (Programs: 7)
5. Field-Related Experiences	Long-Term Relationships, Field Residency (Programs: 7)
6. Student Research	Applied Research (Programs: 7)
7. Graduation Requirements	-- NA -- (Implied)
8. Program Evaluation/Development	Professional Standards/National Accreditation (Assessment: 8, 9)
9. Department Function/Staffing	Faculty Quality (People: 3)
10. In-Service Programs	National Professional Standards (Assessment: 8)

NOTE: The NPB items are referenced according to the entries under the summary categories People, Programs, Assessment. The correspondences are not exact in nomenclature, but a review of the content of each document will identify the similarities.

Table 4

Summary Comparison of Culbertson, et al. (1969) Ten-Component Framework
with Elements of the "NC Plan" (1988) for 1990 Start-up.

<u>Culbertson, et al. (1969)</u>	<u>North Carolina Plan</u>
1. Program Content	Core (16), correlated minor (17), research skills (17), internship (18), independent research (18), exams, etc.
2. Program Structure	At least 3 years post Baccalaureate; one year full-time residence; use entire campus and beyond, etc. Advisory Committee.
3. Recruitment/Selection	Admissions requirements (14); active recruitment plan, especially for minority candidates (20). A cohort.
4. Instructional Approaches	Orient to professional practice (19), Guidance and access (19), etc. A cohort plan.
5. Field-Related Experiences	At least one year of carefully planned and supervised experiences. (15).
6. Student Research	Individual research and dissertation (18).
7. Graduation Requirements	Minimum of 3 years study, courses, research, exams, internship.
8. Program Evaluation/Development	Yes. State and outside evaluators.
9. Department Function/Staffing	At least 5 full-time faculty, adjuncts, linkages beyond education (19).
10. In-Service Program	Implied. Thoroughly grounded in issues and sustained achievement in original work (19).

"NC Plan" is from The Education of North Carolina's Teachers: A Doctoral Program for Senior School Administrators, A Report to the President of the University of North Carolina, General Administration, Chapel Hill, NC 27515-2688. (1988). Reprinted 1989. Numbers in () refer to page numbers in the "NC Plan" document.

reform is shortsighted. At issue are key elements of education reform and the leadership of America's schools.)

Table 5 is an attempt to develop a concise summary of key elements from all eight items reviewed in this paper. The major categories upon which the programs and reports were compared form one axis and the programs and reports form the other axis of the matrix. The final column of the table offers, as well as possible, a total to provide an indication of the prevalence of attention to each particular category over the 40 years under review.

The Journey Home. The Heroes and Heroines Return?

An inescapable conclusion is that the late 1980's have maintained a trend begun in 1950. The 1980's reports may have refined and expanded previous ideas, and may have articulated directly others that were only implied previously (i.e., minimum number of faculty or a stated requirement for full-time study -- note that the prior programs had full-time study whether or not it was stated as a requirement). The similarity of the 1980's "vision" statements and of the historical record is incredibly evident. If one accepts this verisimilitude and the need for continuing struggle for improvement, the reports of the 1980's are not visionary; they represent refinements of a goal long since set but not yet attained. Much as my current auto is not substantively different from my 1936 Ford, or my new camera not essentially different from Eastman's first Kodak Box Camera, so the 1980's programs seem but refinements and more expensive versions of inventions of yore. Will the gasoline-driven horseless carriage carry us far enough into the future? Are traditional EA preparation ideas visionary enough to carry our education system into new arenas?

Where is Ithaca?

Does EA's Odyssey, already twice the 20-year travails of Ulysses, have new wind in the old sails? EA's odyssey continues. The Golden Fleece is still fastened to a tree in the Colchian

Summary Comparisons of Eight Sources of Data and Ideas at

Categories	CPEA '50-'59	IUP-II '61-'67	LEAP/ EPDA '68-'72	Culb. et al. 1969
PRE-PROGRAM				
Sponsor/Funding Agent	WKKF	Ford	Govt	UCEA Govt
Program Focus (e.g., Sup't)	Supt	Prac	Prac	Supt
Recruitment effort	No	Yes	Yes	Yes
Recruitment Focus	No	Yes	Yes	Yes
Clear Select. Process	Yes	Yes	Yes	Yes
Degree Level	PhD/EdD	PhD/EdD	Post	Post
Program Philosophy	Yes	Yes	Yes	N/A
PROGRAM				
Full-time study	Yes	Yes	Yes	Yes
"Special" programming	Some	Yes	Yes	Yes
Interdisciplinary	Some	Yes	Yes	Yes
Student support (\$)	No	Yes	Yes	NC
Program Funds (e.g., travel)	Min	Yes	Yes	NC
Cohort	Imp	Yes	Yes	Imp
"Planned" program followed by most?	Yes	Yes	Yes	Yes
Program elements				
Core	NC	Yes	Yes	NC
Internship	Yes	Yes	Yes	Yes
Inquiry/research	Yes	Yes	Yes	Yes
Cognate/Collateral	Yes	Yes	Yes	Imp
Dissertation or final problem/paper	Yes	Yes	Yes	Yes

out Education Administrator Preparation (1950-1990)

	Danforth 1986 -	AACTE 1988	NPB/ NCEEA 1987-	NC 1990-	Tot "YES" of 8 or of Implied
&	Danforth	AACTE	Yes	State	8 *
	Prac	Prac	Prac	Prac	8 *
	Yes	Yes	Yes	Yes	7
	Yes	Yes	Yes	Yes	7
	Yes	Yes	Yes	Yes	8 *
	Post	Post	Post	EdD	8 *
	Yes	N/A	N/A	Yes	5* (3 N/A)
	Yes	Yes	Yes	Yes	8 *
	Yes	Yes	Yes	Yes	8 *
	Yes	Yes	Yes	Yes	8 *
	Yes	Yes	Imp	Yes	5 (1) of 7
	Yes	Yes	Imp	Imp	5* (2) of 7
	Yes	Yes	Yes	Yes	6* (2)
	Yes	Yes	Yes	Yes	8 *
	Yes	Yes	Yes	Yes	6* (of 6)
	Yes	Yes	Yes	Yes	8 *
	Imp	Yes	Yes	Yes	7* (1)
	Imp	Yes	Yes	Yes	6* (2)
	Yes	Yes	Yes	Yes	8 *

Table 5

Categories	CPEA '50-'59	IUP-II '61-'67	LEAP/ EPDA '68-'72	Culb. et al. 1969
POST-PROGRAM				
Placement	No	Yes	Yes	NC
Follow-up	No	Yes	Yes	N/A
Program Evaluation	Yes	Yes	Yes	N/A
Other?				

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Enter appropriate number or response, or use abbreviations as shown

Imp = Implied

NC = No Comment about this

NA = Not Applicable

Prac = Practitioner

Post = Post-Master's level of preparation

Supt = Superintendent

Appendix A contains more detail for each category.

*Indicates 100% correspondence or agreement for the applicable one
and those implied (discounting the items that are Not Applicable).

continued

Danforth 1984 -	AACTE 1988	NPB/ NCEE 1987-	NC 1990-	Total "YES" of 8 or of Implied
Yes	NC	Yes	Yes	5 (of 6)
Yes	N/A	Yes	NC	4 (of 5)
Yes	N/A	N/A	Yes	5* (of 5)

0:

tries

grove, sought but unattained. Questions remain. Most assuredly the interested reader will want to add to them:

- Are the "visionary" reports of the 1980's little more than compilations of past successes?
- If 1980's recommendations are mostly reports of past successes or desiderata, why are there pockets of resistance to implementing them -- 30 years after they have shown their value?
- Were the "visions" of the 1950's so powerful that they still are "visions" today? Or, are our 1990's Golden Fleeces still waiting to be brought to light as beacons or visions?
- If prior preparation efforts were successful, why weren't they continued?
- Will the visions of the 1950's suffice for the future? If not, where are the new visions? Stated more bluntly, are the 1950's visions sufficient for the 21st century?
- Are recommendations for the future too tied to the traditions of the past?
- If?
- How?
- Why?

Some Herculean Tasks Remain for EA. Prometheus Unbound.

Hercules' 12 labors* may be easy compared to the epic struggle to revitalize -- even reconceptualize and rebuild -- education and EA. Nevertheless, some Heroes and Heroines must set forth upon EA's Golden Fleece quest. The EA Argonauts -- our Edadnauts -- must have clear, unanimously respected goals (The Golden Fleece). Will an intrepid band bend their oars in harmony to propel the ship against the merciless onslaught of uncharted reefs, shoals and

*The magnificent difficulty of these tasks can best be appreciated by knowing that Hercules took a Rest and Relaxation (R&R) break between the eighth and ninth tasks. His R&R consisted of joining Jason and the Argonauts in the hazardous, time-consuming quest for the Golden Fleece. True Heroes, it seems, handle Epic tasks as commonplaces!

To assuage the reader's rampant curiosity, the original Twelve Labors of Hercules are listed here: Obtain the skin of the Nemean lion, slay the Hydra, capture the hind of Mt. Cerynea, capture the Erymanthian boar, clean the Augean stables, drive away the Stymphalian birds, capture the Minoan bull, bring to Mycenae the mares of Diomedes of Thrace, retrieve and deliver to Eurystheus the girdle of Hippolyte the Queen of the Amazons, fetch the oxen of Geryon, steal the golden apples from the sacred garden guarded by hundred-headed Ladon, snatch Cerberus the hell-hound from Hades. If these weren't enough, Hercules also, during his travels, freed Prometheus and tricked Atlas into getting the golden apples.

currents where trailing winds never billow the rest-providing sails -- nay, where even Zephyr storms discordantly to hinder the storm-tossed voyage? Some venturesome souls must organize and start the quest.

Luckily EA does not need to start at the beginning. The beginnings are there in the work of NCEE, NPB, the Handbook (Boyan, 1988) and a few other sources. There is some tradition, lore, history, culture and even a modicum of data. Interest, piqued in the early 1980's, seems high and perhaps will escalate (e.g., The Education Summit of 9/89). Thus, our band of Heroes and Heroines can start, in Epic style, In Medias Res. The desiderata seem familiar to most: build and use a data base, improve our methods of inquiry, welcome measured diversity, and approach the challenge with a plan and renewed vigor; with -- as the term today would have it - vision. Examine a paradigm shift. Dream dreams (W. Cocking).

1. Goals (Golden Fleece). EA needs some short- and long-term goals. Short-term goals may caulk a leaky vessel. Long-term goals must set directions long into the next century. Preparation programs do need help. They need a data base. They need to look to the future. EA must show that preparation is useful and successful, and that it is important in improving the outcomes of education. EA must define a new vision. We must, as Davies (1989-90) notes, "Escape from Flatland Thinking." Some goals might be to:

- Develop a model of EA that will help in simulating issues and progress (similar to economic or other models) -- develop a model of education.
- Improve research/inquiry on EA and impacts of leadership on education outcomes, e.g. examine carefully (data-based) the preparation of education leaders.
- (And others, such as those noted in NPB or NCEE).

2. Unity. (Most Heroes and Heroines -- potential Edadnauts -- will need to volunteer great effort to retrieve the Golden Fleece). Once clear goals are generally agreed upon Edadnauts must present a picture of unanimity. This will take many stressful hours of consensus-seeking

councils. A "critical mass" of EA persons (professors, practitioners, policy leaders, etc.) will agree on goals and some procedures. Unity of mind and purpose will achieve Epic goals.

3. Strength (Nil sine magno vita labore dedit mortalibus. Horace. Satires. IX, 59-60).

Goals and unanimity of purpose should provide strength to launch a splendid vessel and, if carefully coordinated, to propel the vessel on a noble course. Constant goading from, and scapegoating by, external groups will help develop unity, but EA, in the leadership role for Education, will need to discover and work to solve the problems impeding the attainment of the Golden Fleece.

4. Harmony (Bend many oars to few Epic labors). Various groups must work collectively to fit important pieces into the grand mosaic. Employ some mission-oriented approaches to work upon commonly understood problems. This will be a coalition with important purposes to achieve via coordinated efforts; diversity to avoid "group think" will be through a friendly opposition and careful attention to logic and research.

5. Economy. Focus, for example, groups of doctoral studies on solving important problems. The field of EA has many students doing independent research. This bank of oars should also help propel the Edadnauts. Groups of professors might work collectively on pieces of the same major problem using similar methods and designs to ease later comparisons among the studies. New technologies are a far cry from smoke signals or even the messenger from Marathon. Some "Leader of Leaders," a modern-day Agamemnon, may join the Heroes/Heroines and Tribes and Clans in a common purpose on today's Plains of Troy. Limited resources will require creative solutions.

6. Database (start our saga on tradition and lore, but leave a clear, correct chart for the next Edadnauts). Collect data on our field through careful research attention to preparation programs and key elements of administration (Achilles, 1989; Haller, 1989; Haller, 1979; Haller and Knapp, 1985). Careful, mission-oriented inquiry should expand a database that will inform future advances. Future quests should, perhaps unfortunately, become less Epic and more mundane than those of yesterday and today.

7. Etc.

Prologue

The early 1980's rush to reform (e.g., The Nation Commission's warning of a "rising tide of mediocrity") and the late 1980's renewed condemnation of education (The Kinder, Gentler Summit) wherein educators are blamed for unsuccessful reform should provide rallying points. The NCEE and NPB will help identify goals and offer the tribal councils a forum wherein to seek unity. The NPB work extends the careful and thorough analyses of education administration preparation issues conducted by the National Commission on Excellence in Educational Administration. These thoughtful analyses both of problems in preparing school administrators and the needs for improving the preparation of school administrators offer firm foundations for planning, discussion, debate, and implementation strategies. Issues surrounding the preparation of leaders for America's schools have too long languished in the shadows, allowing other concerns of education to receive the predominance of public and professional scrutiny. Indeed, the NCEE and NPB ideas and recommendations may be *deja vu* -- they do sound strangely like the results of CPEA, other programs, and the generally respected preparation programs used at major universities. The NCEE and NPB have consolidated some administrator groups and have developed some united efforts to get EA moving once again. It is time to conceptualize carefully the path; EA must find the "road less traveled by." Two dimensional programs won't work in a real-life, three-dimensional world (Abbott, 1952).

Even with a substantial start, the task remains Herculean. Although we'll need the strength of cooperation, in the end, it will take the heroic struggle of each individual who sets his/her sights on achieving the Epic task. The Golden Fleece is elusive. It has been attained before. Why not again? Let's start. Today!

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PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
PROGRAM CULBERTSON, ET AL. (1969)

Idea/Concept

Introductory Ideas/Notes/Concepts

Focus on Superintendent. Data sources: 1) Literature Review and 2) Survey of a) superintendents and b) university personnel. Result was a large and comprehensive study (nearly 300 pages of two columns) which covered thoroughly many areas of needs and preparation issues. The study sought responses to program strengths and program weaknesses.

Developed a ten-component framework to organize results, conclusions, recommendations. This framework seems to be the basis for much of the reform in the late 1980's, as well as reflecting some prior efforts. The ten-component framework includes:

Program Content	Student Research
Program Structure	Graduation Requirements
Recruit/Select	Program Evaluation and Development
Instructional Approaches	Department Functions and Staffing
Field-Related Experiences	In-Service Programs

A strong comment on staffing and professorial staff development is made throughout. The need for professors to understand practice and to help with a theory-practice bridging is stressed.. The faculty should also know enough to help with program integration and sequence (p. 243).

APPENDIX A

Discussion of Data Sources and Individual Program Summaries

This section contains the individual summaries of key programs or reform recommendations included in the analysis. These summaries are the first level of data reduction; tables, charts and generalizations in the text are a second level of reductionism. This reduction was done by the author. Interested persons are encouraged to seek the original sources to check their perceptions with those of the author. In each section, page numbers are often provided in () with no other citation if the page reference is to the original document in the summary.

Standard abbreviations may appear in these program summaries. Some of the abbreviations are (See also next section for abbreviations):

AASA	American Association of School Administrators
EA	Education Administration
EPDA	Education Professions Development Act, PL 90-35 (PL 89-329 as amended)
IHE	Institution of Higher Education
LEA	Local Education Agency (local school or district)
NCEE	National Commission on Excellence in Educational Administration
NOPEA	National Council (formerly Conference) of Professors of Educational Administration
NPB	National Policy Board for Educational Administration
SEA	State Education Agency
UCEA	University Council on Educational Administration

The programs and/or reform recommendations reviewed and summarized in this section and their approximate chronology are:

1. CPEA Cooperative Program in Educational Administration 1950-1959
2. IUP-II Inter-University Project II 1961-1967
3. Culbertson, et al. (1969, December). Preparing Education Leaders for the Seventies. (Culbertson, J.A., Farquhar, R., Gaynor, A.K., Shibles, M.R. UCEA: Tempe, AZ; previously at Ohio State University. 1969
4. LEAP Leadership for Education in Appalachia Project. A project funded by EPDA 1968-1972
5. AACTE Shibles, M.R. (1988). School Leadership Preparation: A Preface for Action. American Association of Colleges for Teacher Education. Washington, DC. Author. 1988
6. NPB National Policy Board for Educational Administration Improving the Preparation of School Administrators: An Agenda for Reform. Charlottesville, VA. Author. 1989

Results of Leaders for America's Schools are presumed included in the NPB report and are not treated separately.

7. Danforth Key elements of two Danforth Foundation initiatives (Professors Program and Principals Program) are included. 1984-Now
8. N.C. Program A Proposed New Doctoral Program in Educational Leadership for North Carolina. (A Program for Senior-Level School Administrators). 1990-

Principal sources for the comparisons (beside sources listed immediately above and sources in References) include:

- CPEA Personal correspondence with Dan R Davies and various secondary sources. This includes letters and a long taped review (transcribed).
- LEAP Project proposal and evaluations. Two dissertations (R. Balyeat and D. Spence) and several published articles.
- DANFORTH Anderson, B.J. (Ed.) (1989, April) Searching for the Right Reforms. St. Louis, MO. A Report to the Danforth Foundation, and guidelines, working papers and letters from the Professors and Principals Programs, and letters and communications with B.J. Anderson and D. Gresso.

Although it may lack certain objectivity, the author also relied to some degree on personal experience and recollection. The connection (without getting too autobiographical) is as follows:

1962-1964 Participant in IUP-II as student and intern.

- 1968-1972. Architect and Co-director of LEAP
- 1968-1979. Contributor of some ideas to Wolf, W.C. Jr. on comparisons of EPDA programs. Wolf, W.C., Jr. (1979, Spring). Linking knowledge producers and knowledge users. Planning and Changing, 10(1), 48-61.
- 1985 November. Invited to a two-day brainstorming session to help kick off the Commission's work (NCEEa)
- 1986 Contact with D. Gresso, RE: Danforth Foundation Principals Program at University of Tennessee, and involved in initial planning.
- 1986-1987 Develop a working paper for the NCEEa, attend NCEEa regional meeting (Atlanta), and react to several drafts of Leaders for America's Schools (the 1987 report).
- 1988 Contact with D. Gresso, RE: Danforth Foundation Principals Program at UNC Greensboro; Contact with B. Anderson, RE: Danforth Foundation Professors Program at UNC Greensboro. The Professors Program is underway (6/89 - 12/90).
- 1989 Develop plan to implement the North Carolina Program, A Proposed New Doctoral Program in Educational Leadership for North Carolina (a program for senior-level school administrators) at UNC Greensboro.

Thus, by personal experience and contact, the author lived through and has been associated with various "reform" efforts, missing only CPEA, Culbertson, et al. (1969), and AACTE among those included in this report. (Interestingly, the author was nominated for the AACTE group by the Dean at the University of Tennessee, but not chosen).

Furthermore, the author has remained current with, and vocal within, discussions on preparation issues with numerous articles and activities including discussions of the role of Humanities in preparation of administrators. The author has contributed several (8-10) papers to ERIC on preparation, generally derivatives of presentations at SRCEA, NCPEA, and UCEA.

One inescapable conclusion, given the assertion that preparation for administrators is in need of serious repairs (an assertion with which the author readily agrees) and given the preceding litany of the author's involvement in preparation program issues, is that the author could well be a major portion of the problem. This is disconcerting for several obvious reasons.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS

PROGRAM: CPEA/WKKF

Idea/Concept

Introductory Ideas/Notes

W.K. Kellogg Foundation (WKKF) goal -- improve living conditions and improve (strengthen) local (small) communities.

WKKF tried working through local government volunteer agencies, etc., without success. They hit on schools as the best hope and the superintendent as key change agent. WKKF decided Not to entrust project to AASA. Saw a few strongest universities as best hope of doing better job of selecting superintendent candidates and training them. WKKF saw CPEA centers chosen as offering leadership for other universities. WKKF did Not favor extreme expansion of UCEA membership.

C of CPEA stands for cooperative. I.e., Columbia "cooperated" with 16 satellite universities along the eastern seaboard.* Didn't work very well. "They" saw CPEA at Columbia shoveling out \$\$ (money) to them. All we had was possibility of cooperation with idea (?) development involving faculty. We did have some valuable visiting professor arrangements.

The major CPEA group included Columbia (first) followed almost immediately by Harvard, and then Chicago and Stanford. Next to be selected were Ohio State, University of Texas, University of Oregon, George Peabody. Additional universities were "satellites" of this core group of seven.

*Extremely active schools were NYU, U. PA, Penn State, Pittsburgh, Maryland, Duke, Florida, Colgate, Buffalo; others were W. VA., NC, Bucknell, Muhlenberg, U. of Scranton (Jesuit), and several state universities in NY, such as Albany.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
 "PRE-PROGRAM" EFFORTS/PHILOSOPHY/GOALS

Idea/Concept	Program: CPEA
Sponsor/Funding Agent	The W.K. Kellogg Foundation.
Program Focus e.g., Sup'l., Prin., Prof.	Superintendent. Seen as primary change agent whereby local school systems might help improve living conditions in local (small) communities. (Professors not mentioned; nor principals.)
Recruitment Effort (How? Local district involvement)	Not emphasized. There was an oversupply of applicants.
Selection Process	Admission to University. (We tried to learn how to do this better.)
Program "Philosophy"?	Assumed that superintendent was the leader in a democratic process.
Any Special Recruitment Focus (e.g., minority, women)?	N/A. Students were nearly (entirely) all white males.
Degree Level Masters Advanced Ed.D. Ph.D.	All degree levels: Master's, Advanced, Ed.D., Ph.D.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept

Program: CPEA

Full-Time Study
(How many years?)

At least one year. Assumed that full-time study meant "highest standards."

Internship

Yes. Usually one year, sometimes longer, with pay.

"Special" Programming

Yes. Tried to work in other ideas about leadership by professors and CPEA staff. Interaction with professor of school of industrial engineering, school of business, American Management Association, graduate faculties in social sciences and assorted "bigwigs" (e.g., Etzioni, Merton).

Interdisciplinary

Yes. Mostly by inviting other discipline specialists to help with program concept and design. Immediate and long-term effects on programs were probably minimal.

Student Support (\$\$)
(How much?)

Varied from CPEA center to center. Zero \$ at Columbia.

Special Provisions
(e.g., funds for student
travel to meetings)

Varied from CPEA center to center. Zero \$ at Columbia. Columbia did not single out individual students. Our focus at Columbia was improvement to affect all of our students.

Special Features
(e.g., seminars, study rooms, . . .)

Big, stiff resistance to change in the status quo. Jealousy of the "fair-haired" boys on the CPEA staff. New ideas bootlegged in via catch-as-catch-can discussion groups led by CPEA staff (i.e., Davies, Griffiths, Wynn).

N.B. CPEA staffs, more than other faculty members, saw importance of "T" groups, group processes, theories, concepts (ala Bethel, ME) but there was great resistance to these new ideas from regular faculty.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept

Program: CPEA

A Cohort Approach

Not really. Program seen by some professors as possible threat, or boondogle. (Groups of students went through programs together.)

"Planned" Program Followed

Yes. But the same one that generally was in place.

Program
Core

Usual Approach. Business as usual.

Inquiry/Research

Attempt by CPEA staff to inoculate students with new ideas; other professors were immune.

Collateral/Cognate

Attempt to encourage students to take a course or two in other disciplines (e.g., sociology, social psychology). This was spasmodic; no planned effort to get students to work with other faculties in Columbia University.

Dissertation or Final
Independent Research Project

Either dissertation (Ph.D.) or Project (Ed.D.). Became difficult to tell the difference. E.D. required many more courses, also.

Books by professors. Campbell's book made ripples. Haven't heard of any fundamental changes or new ideas. D. Griffiths' books on theory were pioneers in the field.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"POST-PROGRAM" EFFORTS

Idea/Concept:

Program: CPEA

Placement

Business as usual. Varied in intensity and follow-up by CPEA centers. Few changes in usual procedures. No special effort at Columbia.

Follow-Up

No follow-up to CPEA. The "Centers" closed and UCEA was left to pick up the ball. No follow-up at Columbia on graduates of the program.

Program Evaluation

Final individual center reports to WKKF (where are they?). No attempt at total program synthesis.

Other

Professors who directly participated continued, with varying degrees of intensity, to make ripples and changes. Hugh Masters and other WKKF project directors said that they'd expect, and be satisfied with, "ripples" from reflections and influences of CPEA staff members as years passed.

Note: This summary was prepared based upon the recollections of Columbia's CPEA program director, Dan R Davies, who met fairly regularly with directors of other CPEA centers for cross-fertilization of ideas. The group of directors met at Battle Creek, Michigan as guests of WKKF. Many (most) of those directors may be deceased. Few detailed written documents have been available. A dissertation by Chuck Faber is one such document.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS

PROGRAM: IUP - II (1961-1967)

Idea/Concept

Other Ideas/Notes

Ideas/Introduction

Planning meeting at NCPEA (1961) at Berkeley.
Based on ideas from the CPEA experience and primarily focused on the Internship. The material from Holloway and Morgan is clear.

The purpose of Project II was to develop a higher order of administrative performance in the field by selecting a limited number of administrative interns who already possessed a substantial background in general education, and placing these persons in a well-planned core program of administrative studies coupled with a realistic learning experience in an internship in a carefully chosen school system. It was the expectation of the four universities that administrators prepared in this fashion would become educational leaders of a high order, and successful agents for educational change.

In the project proposed, the focus was upon the administrative internship. For the purpose of this project, an internship in educational administration was defined as a one-year, full-time, compensated position in a public school system in one or more of the administrative specializations (chief school administrator, elementary or secondary school building principal, supervisor or director of instruction, school business administrator, or student or staff personnel administrator) under the continuous guidance and supervision of one or more mature, experienced school administrators in that school system and of professors of educational administration in nearby cooperating universities. The internship was thus a three-way relationship involving the intern, the school system where he worked, and the university where he was engaged in a graduate training program. (p. 4)

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PRE-PROGRAM" EFFORTS/PHILOSOPHY/GOALS

Idea/Concept	Program: IUP - II
Sponsor/Funding Agent	The Ford Foundation. 7/1/61 - 6/30/66. Follow-up (1967).
Program Focus e.g., Sup't., Prin., Prof.	Preparation for positions in local school systems: principals, central office.
Recruitment Effort (How? Local district involvement)	Recruited from persons studying at post-Master's level at one of four participating universities. Local districts involved in selecting interns via interviews, etc., so recruitment considered participant interest in local school administration
Selection Process	Selected by universities; nominated to cooperating districts. Persons selected to university based on university requirements. <u>Interns: Qualifications and Previous Education.</u> Intern candidates would be selected on the basis of the breadth and quality of their educational background, including liberal studies, evidence of strong academic competence, and success in teaching or administration. Normally, candidates would be expected to be near the close of a two-year graduate program on one of the four university campuses. Each candidate would be expected to have completed all or most of the graduate major in educational administration including studies in the allied disciplines. (p. 6)
Program "Philosophy"?	Demonstration and study of the internship in Ed. Adm. and to demonstrate that major universities could cooperate in an innovative effort to improve programs and have a lasting benefit for higher ed.
Any Special Recruitment Focus (e.g., minority, women)?	Interns could not be interns in systems where they worked the prior year.
Degree Level (Masters, Advanced, Ed.D., Ph.D.)	Ed. Specialist, or Doctoral.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
 "PROGRAM" EFFORTS

Idea/Concept

Program: IUP - II

Full-Time Study
 (How many years?)

Generally two. Candidates had completed at least 1 full year of on-campus residency post-Master's work prior to the full-year internship.

Internship

The major focus was the one-year planned internship in cooperating school district.

"Special" Programming

Summer seminar (6 weeks), continuing intern seminar, 1 week group seminar during the intern year.

Interdisciplinary

Some. Visiting professors during the 6-week summer seminar. Some interdisciplinary work in regular class.

Student Support (\$\$)
 (How much?)

Approximately \$7,000 per year for the internship year. Payment of tuition and fees and summer, year and special events.

Special Provisions
 (e.g., funds for student travel to meetings)

Funds provided for travel, seminars, materials, etc. Travel to professional meetings (e.g., AASA and State meetings).

Special Features
 (e.g., seminars, study rooms, . . .)

Year-long seminar accompanied internship. Students from all four universities met periodically to discuss experiences. Travel to innovative sites. Six-week summer seminar of participants from all four universities.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept

Program: IUP - II

A Cohort Approach

Yes. Each group (6 interns per university) and the total group (24) each year.

"Planned" Program Followed
by Most Students

Yes. Each Internship was planned. Academic programs were controlled by each participating university.

Program
Core
Inquiry/Research
Collateral/Cognate

Programs were controlled by each participating university. Generally there was a core, a research requirement, a residency requirement, and appropriate cognate/collateral study in behavioral sciences.

Dissertation or Final
Independent Research Project

If student completed doctorate, dissertation was required by the university.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"POST-PROGRAM" EFFORTS

Idea/Concept

Program: IUP - II

Placement

Placement was by the Placement Offices of participating universities.

Follow-Up

Yes. During the first year of placement and at annual conference of former interns (1964, 1965, 1966, 1967).

Program Evaluation

Research and evaluation was a part of the program. The last year (1966-67) was designated as a follow up-year. There was a designated research team.

Other

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
 "PRE-PROGRAM" EFFORTS/PHILOSOPHY/GOALS

Idea/Concept	Program: Culbertson, et al. (1969)
Sponsor/Funding Agent	Study sponsored by UCEA, funded by USOE. Programs described to be sponsored/funded by Institutions of Higher Education (IHE).
Program Focus e.g., Sup'l., Prin., Prof.	Superintendent, although there is no discussion that the program ideas would <u>not</u> also be suitable for other groups. (Indeed, recommendations recognize differentiation for different roles.)
Recruitment Effort (How? Local district involvement)	Recruitment is a major concern, especially efforts to obtain highly qualified students, including women and minority candidates. Need to use new ways to identify potential administrators of high quality.
Selection Process	A need for better procedures. Use of practicing administrators to help, better instruments, and non-cognitive steps, such as laboratory training exercises, situational performance, etc. (p. 243).
Program "Philosophy"?	N/A. This was a study. "Philosophy" was to check the state-of-the-art and make improvements through recommendations.
Any Special Recruitment Focus (e.g., minority, women)?	Women, minority (especially Blacks). Universities must recruit outside of their traditional, limited geographic areas.
Degree Level Masters Advanced Ed.D. Ph.D.	Advanced, especially Ed.D. and/or Ph.D.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept	Program: Culbertson, et al. (1969)
Full-Time Study (How many years?)	"Trend toward a period of full-time residence as a requirement for graduation" (p. 249). Generally a three-year program (p. 273).
Internship	"A need for improving the quality of field-related experiences" (p. 246) and a trend toward increasing the quantity of field-related experiences.
"Special" Programming	Suggested internships for short periods in special settings: USOE, SEA, agencies such as NAACP, etc; suggest humanities approach.
Interdisciplinary	"Increasing trend toward requiring course work in 'outside' disciplines and in statistics and research design" (p. 266). Content from disciplines (e.g., economic, political science) should be part of preparation (p. 276).
Student Support (\$\$) (How much?)	Not discussed. This is the responsibility of universities, students, etc.
Special Provisions (e.g., funds for student travel to meetings)	<u>Not discussed.</u>
Special Features (e.g., seminars, study rooms, . . .)	Learning teams, guest lecturers, short-term intern placements, leadership settings, courses "across campus," etc.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept

Program: Culbertson, et al. (1969)

A Cohort Approach

Yes, indirectly. Discussion of "teams of students or of students and professors" working on problems.

"Planned" Program Followed
by Most Students

Yes. A planned structure and general content are described.

Program
Core

Yes, but courses not specifically mentioned.

Inquiry/Research

Yes. More training. "...designed to serve the purposes of consumption rather than production" (p. 278).

Collateral/Cognate

Recommended. A variety of ways: courses, experiences, guest lecturers, learning teams.

Dissertation or Final
Independent Research Project

Student research (problem identifying/solving) and extensive field-related experience could replace the dissertation for prospective superintendents (p. 283).

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"POST-PROGRAM" EFFORTS

Idea/Concept:

Program: Culbertson, et al. (1969)

Placement

Not discussed in detail. Placement should be a product of careful recruitment.

Follow-Up

Yes, specifically for feedback about preparation and to understand the problems encountered by practitioners. Also use of professors as consultants to practitioners.

Program Evaluation

Yes. Need feedback from graduates, studies of program effects and value.

Other

A need for "inservice" of a planned nature as part of the continuing education of education leaders.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS

PROGRAM: LEAP (EPDA)

Idea/Concept

Introductory Ideas/Notes/Concepts

Specific program focus Leadership for Education in Appalachia Project (LEAP) was to prepare entry-level administrators for change-agent roles. Attention to a planned program with a focus on tools of administration. Three "problems papers" related directly to problems of practice in district that sent the candidate. Full-time study, nomination by district, intermittent internships during 18-month campus residency, "paired administrator" in district to serve as a mentor and support for change. Full-time student support, cohort model program funds for special events. Four-week humanities experience and sensitivity training lab to generate camaraderie and a sense of 1) values/ethics and 2) personal knowledge. Follow-up during the first year in administrative placement. Considerable program evaluation was conducted..

Project LEAP was one of several EPDA projects to focus on change-agent training (Wolf, 1979). Project LEAP was fairly costly, not just for student stipends, but also for special programming (Hughes and Tanner, 1970).

(LEAP was combined with a Southern Educational Foundation program to prepare Black administrators for two years. Both groups shared many of the benefits.)

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PRE-PROGRAM" EFFORTS/PHILOSOPHY/GOALS

Idea/Concept	Program: LEAP (EPDA)
Sponsor/Funding Agent	USOE. EPDA (P.L. 90-35)
Program Focus e.g., Sup'l., Prin., Prof.	Entry-level (esp. principal)
Recruitment Effort (How? Local district involvement?)	Yes. Brochures and personal contact. Local districts identified persons they wanted to move into administration.
Selection Process	Yes. Districts agreed to place students after program, Districts chose and supply an in-district mentor. Candidates met U. Tn. Graduate School standards. Took GRE, etc.
Program "Philosophy"?	Yes. Careful, cooperative selection of young potential leaders with attention to LEA needs and student growth could develop new leaders with skills to improve local schools in change-resistant Appalachia.
Any Special Recruitment Focus (e.g., minority, women)?	Yes. Persons with leadership potential throughout the Appalachian region. Students primarily from TN, KY, NC, VA.
Degree Level Masters Advanced Ed.D. Ph.D.	Master's and post-Master's.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept

Program: LEAP (EPDA)

Full-Time Study
(How many years?)

Yes. 18 months on campus.

Internship

Yes. "Back Home" problems seminars during on-campus year; supervision during first year back on job. Mentor in district.

"Special" Programming

Yes. Humanities, work in school planning lab, Race Deseg. Center.

Interdisciplinary

Yes. Students selected courses (e.g., sociology) or professors from disciplines worked with EA professors in team-teaching situations (Behavioral Sciences and Humanities).

Student Support (\$\$)
(How much?)

Yes. Stipends for study were graduated to accommodate dependents. LEAs did provide some extra funds on occasions.

Special Provisions
(e.g., funds for student
travel to meetings)

Yes. Travel to national/regional meetings. Visits to exemplary schools. Experiences in Race Desegregation Center. Pool of travel funds available.

Special Features
(e.g., seminars, study rooms, . . .)

Yes. Group problem-solving (team of two from same district). Problems papers (3). Special seminars (Humanities).

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept

Program: LEAP (EPDA)

A Cohort Approach

Yes. 18-22 students per cycle.

"Planned" Program Followed
by Most Students

Yes. Conceptually sound. (See Plan attached.)

Program

Core

Yes.

Inquiry/Research

Yes.

Collateral/Cognate

Some.

Dissertation or Final
Independent Research Project

Yes. Three problems papers: 1) Context of LEA, 2) Problem Identification, and 3) Proposed Solution Strategy.

A-22 EPDA

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"POST-PROGRAM" EFFORTS

Idea/Concept

Program: LEAP (EPDA)

Placement

Yes. Placement (and internship) negotiated as part of selection.

Follow-Up

Yes. Professors visited students during their first year back. Students invited to campus for follow-up at end of first year.

Program Evaluation

Yes. Two dissertations (Balyeat, Spence); external evaluation by evaluation consultants; visits and evaluation by USOE. Internal assessment steps and feedback from students.

Other

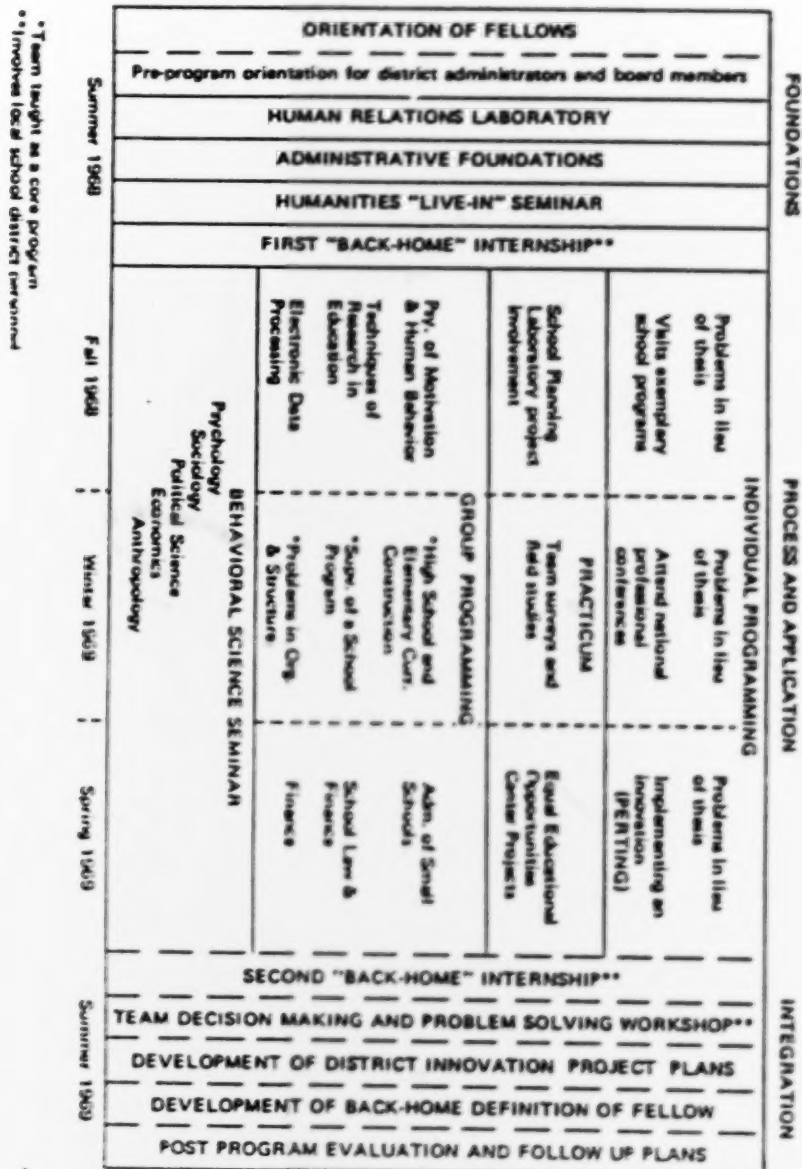
Project generated several articles for professional journals and papers for professional meetings such as UCEA, AASA, AERA. Project was funded for one additional year through the Appalachian Regional Commission.

L.W. Hughes, C.K. Tanner

4P Educational Administration Quarterly
EAG VI(2) Spring, 1970

FIGURE 1

PROGRAM COMPONENTS & SEQUENCE



*Team taught as a core program
**Involves local school district personnel

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS

PROGRAM: AACTE: SHIBLES, 1988

Idea/Concept

Introductory Ideas/Notes/Concepts

Shibles was a co-author of the Culbertson, et al. (1969) report. This material for AACTE reflects strongly the Culbertson, et al. (1969) view, even to the point of using exactly six categories of the Ten-Component framework of Culbertson, et al. (1969), and embodying two others in the framework employed.

Recommends a move to professional preparation, with universities emphasizing what they do best -- cognitive knowledge -- and some sharing of acquisition of skills. The preparation continuum includes not just the preparation program, but also recruitment, induction and professional experience. Report's recommendations are in a seven-component framework.

Program Content
Program Structure
Recruitment/Selection
Instructional Approaches
(incl. Field Experiences)

Student Research
Professional Development Programs
(In-Service, et al.)
University Faculty

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PRE-PROGRAM" EFFORTS/PHILOSOPHY/GOALS

Idea/Concept	Program: AACTE, 1988
Sponsor/Funding Agent	AACTE. This is a paper to guide discussion, dialogue and development (10).
Program Focus e.g., Sup't., Prin., Prof.	General. "Although elements of preparation programs may differ to some degree depending on the leadership role to be assumed, the following general concepts may provide. . ." (9).
Recruitment Effort (How? Local district involvement)	Yes. Lack of recruitment programs may be the most serious problems of all (12). Cooperative with LEAs, need incentives. Practitioners directly involved (13).
Selection Process	Yes. Attention to noncognitive aspects: personality, assessment of specific skills, etc (similar concerns to Culbertson, et al.).
Program "Philosophy"?	Well-planned sequence (12). Students have involvement in program planning, implementation and evaluation (12). Flexibility. Options other than classes. Reflection, induction, qualitative methods. Rely on professional practice. Emphasize learning rather than teaching (13).
Any Special Recruitment Focus (e.g., minority, women)?	Yes. Focus on minorities and women (13).
Degree Level Masters Advanced Ed.D. Ph.D.	No specific level. Since teachers are to have Masters, the presumed level is post-Masters.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept

Program: AACTE, 1988

Full-Time Study
(How many years?)

Implied. Modeled after professional schools. Residency requirements (12).

Internship

Clinical training. Problem solving in field settings (14). Internship required through collaborative arrangements with schools demonstrating effective practice (14).

"Special" Programming

Rely upon adult learning theory (13).

Interdisciplinary

Implied. Philosophy, ethics, organizations, culture (11).

Student Support (\$\$)
(How much?)

Not discussed.

Special Provisions
(e.g., funds for student
travel to meetings)

Not discussed directly. IHEs should adjust budget allocations to accommodate "clinical education" in preparation (15).

Special Features
(e.g., seminars, study rooms, . . .)

Collaborative professional development (practitioners/students/IHE faculty).

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept

Program: AACTE, 1988

A Cohort Approach

Implied. Learning teams (14).

"Planned" Program Followed
by Most Students

Yes. A professional program (11) and a well planned sequence of learning (12). Not just to amass credits.

Program
Core

Yes. Core requirements related to professional content of school leadership (11).

Inquiry/Research

Yes. Entire set of recommendations on research/inquiry.

Collateral/Cognate

No specific mention. Discussion of "Leadership Education" suggests ethics, philosophy, etc (11).

Dissertation or Final
Independent Research Project

No specific statement. Research should be based upon practice and relate to core functions of schooling.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"POST-PROGRAM" EFFORTS

Idea/Concept

Program: AACTE

Placement

Yes. Faculty should help assure placement of minorities and women (13).

Follow-Up

Yes. A complete program includes induction.

Program Evaluation

No attention to this.

Other

Need for serious attention to IHE faculty.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS

PROGRAM NPB (1989)

Idea/Concept

Other Ideas/Notes

THE NINE DESIDERATA

People

- Vigorous Recruitment
(Esp. minorities and women)
- Entrance Standards Raised
- Faculty Quality

Faculty quality must be assured and improved through careful recruitment, selection and faculty development. A critical mass of full-time faculty is needed. A respectable student-faculty ratio must be maintained. Faculty diversity in teaching, clinical or field work, and knowledge production in the field is needed.

Programs

- Ed.D. Prerequisite to National Certification & State Licensure for full-time Adm. to run schools
- Academic & Field Residency (1 year each)
- Planned/Sequenced Curriculum
- Formal IHE/Field relationship

Programs terminating in the Masters in Education Administration should be abolished. Programs should be carefully planned and have a focus on practice. Programs should follow "professional" model rather than the liberal arts tradition.

Assessment

National Professional Standards Board and National Certification Examination are proposed. Accreditation of administrator preparation programs should be withheld unless programs meet prescribed standards.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
 "PRE-PROGRAM" EFFORTS/PHILOSOPHY/GOALS

Idea/Concept	Program: NPB
Sponsor/Funding Agent	No special agency. States, local systems, higher education, etc.
Program Focus e.g., Sup't., Prin., Prof.	Primarily the practitioner. Essentially, those in charge of a school or a school system.
Recruitment Effort (How? Local district involvement?)	Programs need a recruitment strategy to overcome geographic limits and self-selection. Need to attract minority students at least in accord with demographics. Work to develop student aid packages.
Selection Process	Select carefully (there now is an over-supply of <u>certificate</u> holders). Revise standards and require "the best." Assess abilities. Masters as prerequisite.
Program "Philosophy"?	Require concentrated period of study. Planned, not haphazard, program. Professional socialization. Planned period of internship (field residency) of one year.
Any Special Recruitment Focus (e.g., minority, women)?	Yes -- minority and women candidates at least in proportion to demographics.
Degree Level Masters Advanced Ed.D. Ph.D.	Ed.D/Ph.D. At least two/three years of full-time and concentrated study.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept	Program: NPB (The NPB speaks only in general terms on <u>Program</u>)
Full-Time Study (How many years?)	Yes. Essentially 2 years of post-Masters full-time study. One year of academic residency; one year of field residency.
Internship	Yes. A full year of planned intern (clinical) experiences.
"Special" Programming	Licensure should be based upon a degree <u>program</u> , not a collection of courses.
Interdisciplinary	Not specifically stated, but implied in several places.
Student Support (\$\$) (How much?)	Not provided. Recognition of "new demands for financial support will require significant financial sacrifices from some students" (p. 19).
Special Provisions (e.g., funds for student travel to meetings)	Not addressed directly. This would be up to each program. The need for financial aid was noted.
Special Features (e.g., seminars, study rooms, . . .)	Year-long internship seminar. Strategies for professional socialization (. . .work with faculty and other students as professional colleagues) (p. 18).

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept:

Program: NPB

A Cohort Approach

Yes. Recommended.

"Planned" Program Followed
by Most Students

Yes. A planned program is recommended, but none is specifically
designated; general guidelines provided.

Program
Core
Inquiry/Research
Collateral/Cognate

Not specified. The need for inquiry and analytic skills is highlighted,
as well as case analysis and clinical skills (p. 18). Core: Deepen
the knowledge of schools and schooling; know research on schools
and formal organizations. Recommend that profession reach consensus
on a knowledge base and codify it into a core program that can be
modified as knowledge base evolves.

General Core for Administration Programs:

Social/cultural influences on schooling
Teaching/learning processes and school improvement
Organizational theory
Methods of organizational studies and policy analysis
Leadership and management processes and functions
Policy studies and policies of education
Moral and ethical dimensions

Dissertation or Final
Independent Research Project

Not addressed specifically.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"POST-PROGRAM" EFFORTS

Idea/Concept:

Program: NPB

Placement

Implied in recruitment/selection and the need for long-term formal relationships between schools and universities.

Follow-Up

Implied. (See above.)

Program Evaluation

Implied in the Assessment via a National Professional Standards Board and National Accreditation. Also implied in minimum number of faculty for "critical mass" (n=5). Need to assure faculty, program and student quality.

Other

Little mention made specifically about the role and relationships with professional associations and SEAs.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS

PROGRAM: DANFORTH FOUNDATION INITIATIVES

Idea/Concept

Introductory Ideas/Notes/Concepts

To enrich the professional development of school administrators and to help departments of Colleges of Education build and refine their preparation programs and respond to current challenges for improvement.

The Principals' Program assists faculty of selected universities develop in collaboration with practicing administrators, improved and alternative programs for preparing administrators with a special focus on experiential learnings. Emphasis is upon university-practitioner cooperation and collaboration, with stress upon recruitment and selection, preparation-program improvements, field-based emphases as appropriate, and clearly-defined learning outcomes for both campus and field-based portions of a project. The program has clear roles and commitments for universities, school districts, candidates and the Danforth Foundation.

The Professor's Program, although separate from the Program for Preparation of Principals, addresses many of the same issues but emphasizes cooperation among selected Ed. Admin. departments to improve faculty and preparation programs. The emphasis in the Professors' Program is on university faculty growth and development and curriculum improvement.

This summary emphasizes the Principals' Program as that is a preparation emphasis consistent with this paper.

The Principal's Program began in 1987. The Professors' Program began in 1986.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
 "PRE-PROGRAM" EFFORTS/PHILOSOPHY/GOALS

Idea/Concept	Program: Danforth Foundation
Sponsor/Funding Agent	The Danforth Foundation
Program Focus e.g., Sup't., Prin., Prof.	Principals. Professors.
Recruitment Effort (How? Local district involvement)	Local effort and involvement to help recruit able candidates for principalships. Test innovative recruitment strategies.
Selection Process	Must meet university guidelines after nomination by LEA (Principals' Program).
Program "Philosophy"?	Yes. Cooperation in selection; much can be learned in field-based efforts via experiential processes. Combined on-campus and field-based study is a viable option to traditional "on-campus only" efforts. Networking helps Ed. Admin. departments improve, and faculty need time, structure, purposes and goals to guide faculty development.
Any Special Recruitment Focus (e.g., minority, women)?	Yes. Up to each project.
Degree Level Masters Advanced Ed.D. Ph.D.	Post-Masters for Principals' Program (Masters, Specialist). In-service (Faculty Development) for faculty in universities.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept

Program: Danforth Foundation

Full-Time Study
(How many years?)

Principals' Program: 18 months. Some full-time (esp. summers) on campus. Professors' Program: In-service. Programs generally last 18 months.

Internship

Yes. Experiential.

"Special" Programming

Yes, but up to each project.

Interdisciplinary

Could be, but no specific rules.

Student Support (\$\$)
(How much?)

Yes. Some.

Special Provisions
(e.g., funds for student
travel to meetings)

Danforth provides some project-support funding for both Principals' and Professors' programs.

Special Features
(e.g., seminars, study rooms, . . .)

Should be. Developed by individual participating projects. Emphasis in both initiatives on faculty development.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept

Program: Danforth Foundation

A Cohort Approach

Yes (Principals Program). N/A for Professors' Program.

"Planned" Program Followed
by Most Students

Yes.

Program
Core
Inquiry/Research
Collateral/Cognate

No specific requirements, but individual projects are encouraged
to be creative in developing project components that meet local needs.

Dissertation or Final
Independent Research Project

No specific requirements. Generally a blend of cognitive knowledge
and a field-based project.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"POST-PROGRAM" EFFORTS

Idea/Concept

Program: Danforth Foundation

Placement

In Principals' Program this is accommodated through the recruitment and selection process.

Follow-Up

No specific requirements, up to individual projects.

Program Evaluation

Yes.

Other

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS

PROGRAM: NORTH CAROLINA (1990)

Idea/Concept

Introductory Ideas/Notes/Concepts

Program for senior-level school administrators was derived after a study of teaching in NC found that teachers believed that they should have enlightened leadership. This need was increased by the NC support of "Teaching Fellows," select, motivated and intelligent young people choosing teaching as a career. The "NC Plan" follows closely the ideas and recommendations of NCEEA and the NPB, and addresses the need for access to doctoral-level study across the State.

IHE's were to prepare and present to General Administration (GA) a proposal for the new Ed.D. by 10/15/89.

**PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PRE-PROGRAM" EFFORTS/PHILOSOPHY/GOALS**

Idea/Concept	Program: North Carolina Program (1990-)
Sponsor/Funding Agent	University of North Carolina Board of Governors.
Program Focus e.g., Sup't., Prin., Prof.	Senior-level school administrators. Persons administering a school unit and more responsible positions, e.g., superintendent.
Recruitment Effort (How? Local district involvement)	Funds for support provided to LEAs so that candidates can complete year of residency.
Selection Process	Yes. Meet university standards. IHEs may employ reasonable standards and approaches. Master's and teaching certificate not required.
Program "Philosophy"?	Yes. Senior school administrators require and deserve high-quality, rigorous programs so that they may perform a role that "consistently requires extraordinary performance from ordinary people" (17). A vigorous and competitive professional program patterned after others in business, law, public administration, etc.
Any Special Recruitment Focus (e.g., minority, women)?	Urges minority recruitment.
Degree Level Masters Advanced Ed.D. Ph.D.	Ed.D.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept	Program: North Carolina Program (1990-)
Full-Time Study (How many years?)	Yes. At least one year of campus residency.
Internship	Yes. A planned and supervised residency (6 to 12 s.h.). Same site, or special-purpose sites.
"Special" Programming	Implied, and suggested.
Interdisciplinary	Yes. Programs, as developed, require involvement of other departments, units and professors from across campus.
Student Support (\$\$) (How much?)	Yes. Up to \$30,000. Paid to LEA of enrolled candidates and could use the funds to "replace" the student candidate.
Special Provisions (e.g., funds for student travel to meetings)	Probably.
Special Features (e.g., seminars, study rooms, . . .)	Perhaps. This will be up to each IHE. The NC Plan provides a framework/structure and allows IHEs to develop a program to meet the <u>intent</u> of the guidelines.

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"PROGRAM" EFFORTS

Idea/Concept

Program: North Carolina Plan (1990-)

A Cohort Approach

Yes. "Completion of the full course of study within a cohort format."

"Planned" Program Followed
by Most Students

Yes. Maximum of 5 years to finish. At least three years of
post-baccalaureate study and minimum of 60 semester hours of
study.

Program

Core

Yes. General knowledge and leadership skills (min. 24 s.h.).

Inquiry/Research

Yes. Applied research skills for practitioners (min. 12 s.h.).

Collateral/Cognate

Yes. Correlated minor or supporting study (min. 12 s.h.).

Dissertation or Final
Independent Research Project

Yes. Appropriate individual research and dissertation (min. 6 s.h.).

PROGRAM OR REFORM RECOMMENDATIONS OR OPERATIONS
"POST-PROGRAM" EFFORTS

Idea/Concept

Program: North Carolina Program (1990-)

Placement

Yes. Built into the recruitment/selection process.

Follow-Up

Depends. If normal format of year on campus before internship is the norm, the internship would be follow-up. This may be part of individual IHE plans.

Program Evaluation

Yes. Programs will be reviewed by University Officials and outside consultants.

Other

Yes. Program designers recognized the need for faculty development and that each Ed.D. program must be staffed by the very best available faculty.

The North Carolina Plan (A Proposed New Doctoral Program in Educational Leadership for North Carolina) offers several "model" program options, including a 66 s.h. format, including some suggestions for timing.